

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Psychology for Social Work

Course Code: MSOW10002T

Semester: M A Social Work Semester I

Academic Year: 2020-21

PSYCHOLOGY FOR SOCIAL WORK

Course Credits: 04

Maximum Marks: 100

Objectives

- Basic concepts and theoretical perspectives in psychology for social work
- Psychology perspective of human behavior in cultural context
- Application of psychology for social work practice

Unit I	<p style="text-align: center;">Human Growth and Development</p> <ul style="list-style-type: none"> ▪ Relationship between Psychology and Social Work ▪ Debates in Psychology – Nature vs Nurture, Stability vs Change, Rationality vs Irrationality ▪ Life Span Perspective of Human Development (Jean Piaget, Lawrence Kohlberg, Erik Erickson, Sigmund Freud)
Unit II	<p style="text-align: center;">Human Personality</p> <ul style="list-style-type: none"> ▪ Personality: Concept and Types ▪ Theories of Personality: Psychoanalytic (Sigmund Freud), Trait (Allport and Cattell), Humanistic (Carl Roger) ▪ Motivation ▪ Defense Mechanism
Unit III	<p style="text-align: center;">Cognitive Psychology</p> <ul style="list-style-type: none"> ▪ Sensation, Attention and Perception ▪ Memory and Forgetting ▪ Emotions: Concept and Theories ▪ Learning and Intelligence (Gardner and Stenberg)
Unit IV	<p style="text-align: center;">Social Psychology</p> <ul style="list-style-type: none"> ▪ Prejudices, Biases and Stereotyping ▪ Attitude: Nature, Formation and Attitudinal Change ▪ Schemas and Attribution ▪ Public Opinion
Unit V	<p style="text-align: center;">Abnormal Psychology</p> <ul style="list-style-type: none"> ▪ Psychological Disorders: An Introduction ▪ Classification ▪ Perspective of Abnormality: Biological and Social ▪ Stress and Burn-out: Causal Factors and Management

Question Paper

DEPARTMENT OF SOCIAL WORK
CENTRAL UNIVERSITY OF JAMMU
END SEMESTER EXAMINATION, DEC 2020

Course No: MSOW10002T
Course Title: Psychology for Social Work
Semester 1

Max Marks 100
Time: 3 hrs

Section A contains 10 MCQs and all are compulsory: 1X2=20

1. Resolution of Oedipus complex results in the formation of _____
 - a. Ego
 - b. Id
 - c. Super ego
 - d. Personality
2. Overly dependent personality is a result of too little gratification at the _____ stage.
 - a. Oral
 - b. Genital
 - c. Phallic
 - d. Latency
3. The theory of collective unconscious is given by _____
 - a. Carl Rogers
 - b. Freud
 - c. Skinner
 - d. Carl Jung
4. The translation of physical energy into electrical signals by specialized receptor cells is called _____
 - a. Transference
 - b. Transfusion
 - c. Transduction
 - d. None of these
5. _____ represents the feminine side of males.
 - a. Anima
 - b. Antima
 - c. Animua
 - d. Antimua
6. A person suffering from _____ personality disorder believes that everyone is out to deceive them or take advantage.
 - a. Schizoid
 - b. Paranoid
 - c. Schizotypal
 - d. None of these
7. Recognition of emotion tends to be most closely associated with the _____
 - a. Temporal lobe
 - b. Frontal lobe
 - c. Left hemisphere
 - d. Right hemisphere
8. Instances in which perception yields false interpretations of physical reality _____

- a. Illusions
- b. Myth
- c. Hallucination
- d. None of these

9. In early Alzheimer's disease, _____ is NOT a common symptom.

- a. Anomia
- b. Hallucination
- c. Social withdrawal
- d. Anxiety

10. Lifetime prevalence rate of Obsessive Compulsive Disorder (OCD) is _____

- a. Around 4.5%
- b. Around 1%
- c. Around 2.5%
- d. Less than 1%

**Section B Contains Short Answer Type Analytical Questions of 8 marks related to different Cos
Total Marks: 8X5=40**

- Q.1. Analyse the Stability vs. Change debate in context of individual behaviour in society.
- Q.2. What is personality? Explain Trait theories of personality with suitable examples.
- Q.3. What are emotions and how are they distinct from feelings? Explain any theory of emotion with example.
- Q.4. Prejudice and bias lead to discrimination and social injustice. critically analyze with examples.
- Q.5. Define Personality Disorders (PD) and discuss characteristics of a person with Obsessive-Compulsive PD.

**Section C: Long Answer Type Descriptive Questions of 20 marks related to different COs
Total Marks: 20X2=40**

- Q.1. Explain the views of Erikson on Psychosocial Development across the human lifespan with real-life examples.
- Q.2. We are always interested in knowing why others act as they do. In this context, explain Attribution and the various factors associated with it.
- Q.3. Youth are under constant stress in modern societies. Discuss General Adaptation Syndrome (GAS), causal factors of stress, and suggest coping mechanisms for a healthy social life.

Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Psychology for Social Work	Achieved
2	Relationship between Psychology and Social Work	Achieved
3	Debates in Psychology: Nature vs Nurture	Achieved
4	Stability vs Change; Rationality vs Irrationality	Achieved
5	Life Span Development: Overview	Achieved
6	Theories of Development: Jean Piaget	Achieved
7	Theories of Development: Erik Erikson	Achieved
8	Theories of Development: Sigmund Freud and Lawrence Kohlberg	Achieved
9	Personality: Concept and Types	Achieved
10	Psychoanalytic Theory of Personality (Freud)	Achieved
11	Trait Theory (Allport and Cattell)	Achieved
12	Humanistic Theory (Carl Rogers)	Achieved
13	Motivation: Concept and Types	Achieved
14	Defense Mechanisms	Achieved
15	Sensation, Attention and Perception	Achieved
16	Memory and Forgetting	Achieved
17	Emotions: Concept and Theories	Achieved
18	Learning and Intelligence (Gardner and Sternberg)	Achieved
19	Prejudices, Biases and Stereotyping	Achieved
20	Attitude: Nature, Formation and Change	Achieved
21	Schemas and Attribution	Achieved
22	Public Opinion	Achieved
23	Psychological Disorders: Introduction and Classification	Achieved
24	Perspective of Abnormality: Biological and Social	Achieved
25	Stress and Burnout: Causes and Management	Achieved
26	Revision I	Achieved
27	Revision II	Achieved
28	Revision III	Achieved
29	Remedial	Achieved

Learning Material

Jean Piaget's Theory of Cognitive Development

Introduction

Jean Piaget's theory of cognitive development explains how children develop their thinking abilities through interaction with their environment. According to Piaget, children are active learners who construct knowledge using mental structures called schemas. Cognitive development occurs through processes of assimilation, where new information is fitted into existing schemas, and accommodation, where schemas are modified to incorporate new experiences. The balance between these processes is called equilibration, which drives learning.

Piaget proposed four stages of cognitive development. The sensorimotor stage (0–2 years) involves learning through senses and the development of object permanence. The preoperational stage (2–7 years) is characterized by symbolic thinking and egocentrism. The concrete operational stage (7–11 years) involves logical thinking about concrete objects and understanding of conservation. The formal operational stage (12 years and above) is marked by abstract thinking and reasoning abilities. Piaget's theory emphasizes that cognitive development is stage-wise and that children actively participate in their learning process. Although the theory has been criticized for underestimating children's abilities and ignoring social factors, it remains highly influential in education and social work.

Key Concepts of Piaget's Theory

1. Schema

A schema is a **mental framework or structure** used to organize knowledge.

Example: A child's understanding of what a "dog" is.

2. Assimilation

The process of **incorporating new information into existing schemas**.

Example: Calling all four-legged animals "dogs".

3. Accommodation

Modifying existing schemas to fit new information.

Example: Learning that a cat is different from a dog.

4. Equilibration

The process of maintaining **balance between assimilation and accommodation**.

Drives learning and cognitive development.

3. Stages of Cognitive Development

Piaget proposed **four stages**:

1. Sensorimotor Stage (0–2 years)

Learning through senses and actions

Development of **object permanence** (understanding that objects exist even when not seen)

Example: A baby searching for a hidden toy

2. Preoperational Stage (2–7 years)

Development of language and symbolic thinking
Egocentrism (difficulty seeing others' perspectives)
Lack of logical thinking
Example: A child believing everyone sees the world as they do

3. Concrete Operational Stage (7–11 years)

Development of logical thinking about concrete objects
Understanding of conservation (quantity remains the same despite changes in shape)
Example: Understanding that water in different-shaped glasses is still the same amount

4. Formal Operational Stage (12+ years)

Development of abstract thinking and reasoning
Ability to think hypothetically and logically
Example: Solving complex problems and thinking about future possibilities

4. Characteristics of Piaget's Theory

- Development is stage-wise and sequential
- Children are active learners
- Emphasis on interaction with environment
- Focus on cognitive processes rather than just behavior

5. Educational Implications

Piaget's theory is very useful in education and social work:

- Teaching should be age-appropriate
- Encourage active learning and exploration
- Use practical examples for better understanding
- Focus on child-centered learning

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Gender and Social Work

Course Code: MSOWO10003T

Semester: M A Social Work Semester I

Academic Year: 2020-21

Syllabus

Syllabus Semester –I

Course Title: Gender and Social Work

Course Credits: 04

Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. To know about the distinction between sex and gender and their relationship
2. Learn about concept of patriarchy and how it operates in the context of gender
3. Understand various gender related violence occurring in our societies through lived experiences
4. Building skill of using various tools for understanding the gender inequality in various aspects
5. Building skill of how to generate awareness and sensitisation for promoting gender equality in society

Unit I: Conceptual framework

- Conceptual Understanding – Sex and Gender
- Social Construction of Gender, Gender Shaping Institutions,
- Changing Content and Context of Gender - Need for Re-Socialization
- Recent Trend sin Feminist Thinking- Eco-Feminism, Queer Theory
- Theoretical Perspectives: Psychoanalytic Perspectives on Gender, Feminism, Conflict theory, Functional Perspective

Unit II: Fundamental Concepts

- Femininity and Masculinity,
- Understanding Patriarchy and Theories of Patriarchy
- Private-Public Dichotomy
- Sexual Division of Work
- Relationship between Gender, Caste, Class, Religion and Politics

Unit III: Conceptualizing Feminist Theories

- First, Second and Third wave of feminism
- Ideologies of Feminist Theory: Liberal Feminism :Mary Wool stone Craft, J.S Mill; Marxist Socialist Feminism: Marx and Engels;
- Feminism in Indian Context
- Radical Feminism: Sexuality, Reproduction and Reproductive Technology
- Black Feminism
- Existential Feminism: Simon de Beauvoir

Unit V: Gender and State

- Extent of the Influence of the State on Women's Lives: Representation, Autonomy and Power
- Gendered Violence: Foeticide, Marital Rape, Honour Killing, Violence in Communal Riots

Question Paper

Department of Social Work

Central University of Jammu**END SEMESTER EXAMINATION – MSOW10003T**

Course: Gender and Social Work

Maximum Marks: 100

Time: 3 Hours

SECTION A : All Compulsory : 1.5 Mark Each (1.5 x 10 = 15)

- Q1. Specific Dressing of Children is an example of
- Gender Socialization
 - Gender Sensitization
 - Both a and b
 - None of these
- Q2. 'Ain't I a woman', is a famous book by
- Judith Butler
 - Gloria Jean
 - Simon de beauvoir
 - None of these
- Q3. Emotional, Submissive and Caring are attributes associated with_____.
- Masculinity
 - Femininity
 - Both a and b
 - None of the Above
- Q4 During which stage Identification take place according to Freud's psychoanalytic theory:
- Oral
 - Anal
 - Phallic
 - None of the Above
- Q5 First wave of feminism was known for
- Women's suffrage
 - Reproductive rights
 - Economic Participation
 - All of the Above
- Q6 Caste and Gender Discrimination is a feature of
- Every Society
 - American Society
 - Only Indian Society
 - None of these
- Q7 Feminization of work was first used by
- ILO
 - WHO
 - UN WOMEN
 - UNDP
- Q8 Which Constitutional Amendment ensures women's representation in Panchayats?
- 87th
 - 74th
 - 73rd
 - 94th
- Q9 Gender Parity Index value higher than 1 means
- More girls are enrolled as compared to men
 - Less girls are enrolled as compared to men
 - Cannot predict
 - None of the above
- Q10 CEDAW stands for
- Centre for Elimination of Discrimination Against Women
 - Convention on the Elimination of Discrimination Against Women
 - Convention on the Exclusion and Discrimination Against Women
 - Center of Exclusion and Discrimination Against Women

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SECTION B : Internal Choice: 8 Mark Each (8 x 5 = 40)

Q11. How family play important role in defining gender?
OR

Q12. What is feminism?

Q13. "Personal is Political", explain the journey of this slogan.
OR

Q14. How religion is shaping your gender identities?

Q15 'Reproduction is the root of women's oppression', explain.
OR

Q16 What was the core of 'third wave of feminism'?

Q17 How state can change women's position in society?
OR

Q18 Where is "Honour" in "Honour Killing"?

Q19 How market has commodified women in recent years?
OR

Q20 Write a note on Gender Parity Index.

SECTION C : Attempt any Three: 15 Mark Each (15 x 3 = 45)

Q21 How Sex is different than Gender?

Q22 What is Patriarchy and which theories help us to understand the same?

Q23 Write an essay on Radical Feminism.

Q24 Which kind of gender violence you experience in your society?

Q25 How SIGI help us to understand gender disparity?

Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Gender and Social Work	Achieved
2	Difference between Sex and Gender	Achieved
3	Social Construction of Gender	Achieved
4	Gender and Social Institutions	Achieved
5	Changing Gender Roles & Re-socialization	Achieved
6	Feminist Thinking – Ecofeminism	Achieved
7	Feminist Thinking – Queer Theory	Achieved
8	Theoretical Perspectives – Psychoanalytic	Achieved
9	Theoretical Perspectives – Conflict & Functionalist	Achieved
10	Concept of Femininity and Masculinity	Achieved
11	Understanding Patriarchy	Achieved
12	Theories of Patriarchy	Achieved
13	Public vs Private Dichotomy	Achieved
14	Sexual Division of Work	Achieved
15	Gender and Intersectionality (Caste, Class, Religion)	Achieved
16	Waves of Feminism (First, Second, Third)	Achieved
17	Liberal Feminism	Achieved
18	Marxist and Socialist Feminism	Achieved
19	Radical Feminism	Achieved
20	Black Feminism	Achieved
21	Existential Feminism	Achieved
22	Feminism in Indian Context	Achieved
23	Gender and State – Role of Government	Achieved
24	Representation, Autonomy and Power	Achieved
25	Gender-Based Violence – Foeticide	Achieved
26	Gender-Based Violence – Marital Rape	Achieved
27	Gender-Based Violence – Honour Killing	Achieved
28	Gender-Based Violence – Violence in Communal Riots	Achieved
29	Awareness and Gender Sensitization Strategies	Achieved
30	Tools for Promoting Gender Equality	Achieved
31	Revision (Unit I & II)	Achieved
32	Revision (Unit III)	Achieved
33	Revision (Unit IV & V)	Achieved
34	Practical/Remedial & Unit Test	Achieved

Learning Material

THEORETICAL PREMISE OF QUEER THEORY

Background

While 'queer' has been a contested category, the discourse of 'queer theory' evolved in the late 1980s. Queer theory allowed us to examine issues related to sexuality and subjectivity from the perspective of gay and lesbian scholarship. Queer theory challenges older, conventional, binary ways of thinking which represent 'gay' and 'straight' as oppositional categories. In earlier scholarship, we often find vague and skewed readings of same-sex desire in diverse periods and eras, leading to narrow readings and perspectives on the nature of the taxonomy of same sex desire, Greek pederasty, medieval sodomy, early modern 'mollies', 'inverts' and other such categories. Among other things, this led scholars to construct boundaries between romantic bonding among women, lesbian love, and over-simplified forms such as gay, lesbian, straight and so on (Tobin, 2001, pp. 326-27). In other words, the quest for the authenticity of plural voices resulted in different standpoints. Judith Butler argues that this endless search for categories has led to an epistemic crisis and has given way to the category of the 'queer' (Cited in Tobin, 2001, p. 327). As that which is the embodiment of non-heterosexual desires, queer signifies the non-normative. It has been argued that queer theory emerged as a way of rejecting the proliferating and improbable categories of 'gay' and 'straight'. Queer theory draws on linguistics, and is influenced by the readings on language by the philosopher Jacques Derrida. It relates Derrida's readings to issues of sexuality to begin questioning the category of 'gay' (Cited in Tobin, 2001, p. 327). Queer theorists and thinkers challenge the accepted differences that circulate in relation to the terms 'gay' and 'straight', 'non-normative' and 'normative' and so on. Earlier scholarship did not engage much with issues of homosexuality in relationship to diverse forms of heterosexuality. On the other hand, queer studies investigated the attraction of homosexual popular music culture attraction for straight adolescents. Queer theory dismissed the essentialist understanding of the constitution of gay identity. Rather, it tries to map out gay and straight milieus of thought that are inherent in diverse personalities and texts. Queer readings explore the relations of self and subjectivity in a meaningful manner, by connecting the sense of the self to the field of political action (Tobin, 2001, p.327). Queer theory also interrogates discourses influenced by hegemonic forms of sexuality.

In order to get an overview of queer theory, it is important to have an understanding of the work of queer intellectuals such as Wayne Kostenbaum, one of the renowned American scholars in this field. His poems and social criticism provided excellent reflections on the life worlds of American queer intellectuals. Kostenbaum engaged with the predilection of gay men for opera in his work *The Queen's Throat, Opera, Homosexuality and the Mystery of Desire* (2001). In this work, Kostenbaum explores the issue of masculinity within opera and within the gay world. Another path breaking work in the field of queer studies is Michael Warner's *Fear of a Queer Planet: Queer Politics and Social Theory* (1993). It provides an excellent theoretical approach on the questions of nationalism and its link with queer worlds. In this diverse and rich anthology, Warner explores the subversive potential of queer theory and the

ways in which it challenges socio-political conditions. It is evident from these works that queer theory and queer ethics go beyond the critique of heterosexuality and heterosexual society to identify and examine a variety of issues from queer perspectives.

'Gay Shame', 'Gay Pride' and Queer Theory

Two main issues that we will be discussing here are those of 'gay shame' and 'gay pride'. In this context, the theoretical challenges posed by theorists such as Judith Halberstam, David Halperin and Valerie Traub in the field of queer studies, are very significant. Judith Halberstam argues that notions such as 'gay shame' and 'gay pride' are linked to the contestations of queer studies. 'Gay pride' refers to the social movement for freedom and dignity. In other words, it argues for the "destigmatization of homosexuality". It mitigates the "personal and social shame attached to same-sex eroticism".

On the other hand, 'gay shame' is theorized as the 'Gay Shame', 'Gay Pride' and Queer Theory. Two main issues that we will be discussing here are those of 'gay shame' and 'gay pride'. In this context, the theoretical challenges posed by theorists such as Judith Halberstam, David Halperin and Valerie Traub in the field of queer studies, are very significant. Judith Halberstam argues that notions such as 'gay shame' and 'gay pride' are linked to the contestations of queer studies. 'Gay pride' refers to the social movement for freedom and dignity. In other words, it argues for the "destigmatization of homosexuality". It mitigates the "personal and social shame attached to same-sex eroticism".

On the other hand, 'gay shame' is theorized as the emotional anti-thesis and political antagonist of gay pride. Another important theorist, Eve Kosofsky Sedgwick, throws light on how queer identity and queer resistance are ingrained in shame (Sedgwick, cited in Halperin & Traub, 2009). Thus, 'gay shame' is a "site of solidarity and belonging" (Sedgwick, cited in Halperin & Traub, 2009, pp.3-9). As a notion, 'gay pride' is linked to, and unable to transcend the notion of 'gay shame'. Therefore, the queer identity is marked by "collective affirmations of pride" and "residual experiences of shame" (Halperin & Traub, 2009, p.5)). It is also argued that queer theories are linked to the corporatization of gay culture. According to Judith Halberstam, gay pride is related to the mobilizations of consumptions and gentrification and has produced an assimilationist trend in gay neoliberalism. In other words, the life styles that are part of the gay culture have been impacted by, and become inextricably linked to, the culture of neoliberalism. Due to this, 'gay pride' does not end up challenging some of the exploitative dimensions of neoliberalism, and consumerism.

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Field Work Practicum

Course Code:

Semester: M.A. Social Work Semester II

Academic Year: 2020-21

Syllabus

Course: Field Work Practicum

Course Credits: 08 Course

Learning Outcomes (CLOs)

Exposure subject to various fields settings

Contextualising Field Work With Social Work Profession

Understanding and contextualizing cultural, economic and political context of field settings

Building skills and techniques (intervention, advocacy. Awareness and problem solving)

Course Design:

1. Induction to field work

Orientation Log sheet

GC/C

Report Writing

Ethical standards

Block placement and Rural Camps

Challenges of field practice

2. Engagement within field setting

Rapport building o

Communication Skills

Stakeholders

3. Tools & Techniques of field practice o

Community profile

Transect walk

Social mapping

Resource mapping

Livelihood analysis

Historicity/ timeline

Stakeholder analysis

References/Suggested Readings/Weblinks:

1. Morales, A. T. & Sheaffor. B.W. (1995). *Social Work: A Profession of Faces Many*. 7th ed Allyn & Bacon: Boston
2. Pawar M. Hanna. G. & Sheridan R. (2004). *International Social Work Practicum in India*. *Australian Social Work* (57), 3, 223-236.
3. Kadushin, A. (1992). *Supervision in Social Work* (3rd ed). New York, Columbia University Press.
4. Baird, B. N. (1996). *The Internship, Practicum, and Field Placement. Handbook*, Saddle River: NJ, Simon & Schuster.
5. Chambers Robert, (2015) *Rural Development: Putting Last First* New Delhi: Routledge Publications

Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Field Work Practicum: Concept and Importance in Social Work	Achieved
2	Objectives and Learning Outcomes of Field Work Practicum	Achieved
3	Understanding Field Settings in Social Work Practice	Achieved
4	Contextualising Field Work with Social Work Profession	Achieved
5	Cultural, Economic and Political Context of Field Settings	Achieved
6	Induction to Field Work: Orientation and Preparation	Achieved
7	Orientation to Log Sheet and Record Maintenance	Achieved
8	Group Conference (GC) and Case/Community Documentation	Achieved
9	Report Writing in Field Work Practicum	Achieved
10	Ethical Standards in Social Work Field Practice	Achieved
11	Block Placement: Concept and Importance	Achieved
12	Rural Camps: Objectives and Learning Outcomes	Achieved
13	Challenges in Field Work Practice	Achieved
14	Engagement in Field Settings: Concept and Importance	Achieved
15	Rapport Building with Community and Clients	Achieved
16	Communication Skills in Field Practice	Achieved
17	Understanding Stakeholders in Field Work Settings	Achieved
18	Introduction to Tools of Field Practice	Achieved
19	Community Profile: Concept and Preparation	Achieved
20	Transect Walk: Meaning and Application	Achieved
21	Social Mapping: Techniques and Uses	Achieved
22	Resource Mapping in Community Settings	Achieved
23	Livelihood Analysis: Concept and Methods	Achieved
24	Historical Timeline (Historicity) of Community	Achieved
25	Stakeholder Analysis: Identification and Role Mapping	Achieved
26	Integration of Field Tools in Practice (Case Application)	Achieved
27	Problem Identification and Intervention Planning	Achieved
28	Advocacy and Awareness in Field Settings	Achieved
29	Revision I	Achieved
30	Revision II	Achieved
31	Remedial Session	Achieved

Learning Material

Livelihood Analysis: Concept and Methods

Livelihood analysis is a systematic approach used to understand how individuals, households, or communities make a living, manage resources, and cope with vulnerabilities. It is widely used in social work, development studies, and rural development planning to assess economic activities, income sources, skills, assets, and risks faced by people. The concept of livelihood was strongly influenced by the Sustainable Livelihoods Framework developed by organizations such as the UK Department for International Development (DFID). According to this approach, a livelihood is considered sustainable when it can cope with and recover from stresses and shocks, maintain or enhance its capabilities and assets, and provide sustainable opportunities for future generations.

Livelihood analysis examines various components such as natural, physical, human, financial, and social capital. It helps identify how people access resources, what constraints they face, and what strategies they use to survive and improve their living conditions. It also considers external influences such as policies, institutions, markets, and environmental conditions. Methods used in livelihood analysis include participatory rural appraisal (PRA), household surveys, case studies, focus group discussions, and tools like resource mapping, seasonal calendars, and income-expenditure analysis. This analysis is important for designing effective development interventions, poverty reduction programs, and social work strategies that are context-specific and sustainable.

A. Concept of Livelihood Analysis

- Livelihood refers to the means of securing basic necessities of life such as food, shelter, clothing, and income
- Livelihood analysis is the study of how people survive and improve their living conditions
- Focuses on resources, activities, and strategies used by individuals or communities
- Based on the Sustainable Livelihood Framework (DFID, 1999)
- A livelihood is considered sustainable when it:
 - Can cope with shocks (drought, unemployment, illness)
 - Maintains or enhances assets and capabilities
 - Does not undermine natural resources

Key Components of Livelihood (DFID Framework):

- **Human Capital:** Skills, knowledge, health, ability to work
- **Social Capital:** Networks, relationships, trust, community support
- **Natural Capital:** Land, water, forests, environment
- **Physical Capital:** Infrastructure, tools, housing, transport
- **Financial Capital:** Income, savings, credit, remittances

B. Objectives of Livelihood Analysis

- To understand income sources and economic activities
- To identify vulnerabilities and risks faced by communities
- To assess available resources and assets
- To support poverty reduction and development planning
- To design sustainable livelihood interventions

C. Methods of Livelihood Analysis

1. Participatory Methods (PRA Tools)

- Community participation is central
- Tools include:
 - Social mapping
 - Resource mapping
 - Transect walk
 - Seasonal calendar
 - Wealth ranking

2. Household Surveys

- Structured questionnaires
- Collect data on income, occupation, assets
- Useful for quantitative analysis

3. Case Studies

- In-depth study of individual households
- Helps understand unique livelihood patterns

4. Focus Group Discussions (FGDs)

- Group interviews with community members
- Helps understand collective issues and perceptions

5. Observation Method

- Direct observation of living conditions and activities
- Useful in rural and informal settings

6. Income–Expenditure Analysis

- Examines earnings vs spending patterns
- Helps assess economic stability

D. Importance of Livelihood Analysis in Social Work

- Helps design community-based interventions
- Supports sustainable development planning
- Identifies vulnerable groups (women, farmers, laborers)
- Strengthens poverty alleviation programs
- Improves targeting of government schemes
- Enhances understanding of socio-economic conditions

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Diversity and Inclusiveness

Course Code: USOW00009T

Semester: M A Social Work Semester IV

Academic Year: 2020-21

Syllabus

Course Title: Diversity and Inclusiveness

Course Code:

Course Credits: 04

Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. *To develop understanding about Nature, Concept and types of Diversity*
2. *To develop comprehensive understanding about Social Exclusion*
3. *To understand the scope of social work intervention for inclusion of marginalized communities*
4. *The students will be able to understand the inclusive policies, and the role of government, Judiciary, NGO's/Civil Society as a Constitutional Mechanisms for inclusion.*

Unit I: Diversity and Exclusion

- Diversity Consciousness: Opening Our Mind to People and Cultures (Cultural Diversity)
- Exclusion: Conceptual Understanding of Social Exclusion
- Historical Background of Social Exclusion
- Forms of Social Exclusion: Deprivation, Marginalization and Displacement

Unit II: Social Exclusion

- Inequality in Structural Exclusion
- The Multiplicity, Intersectionality and Heterogeneity of Oppression
- Social Exclusion and Oppression
- Social Work Approach to Exclusion: Anti Oppressive Social Work

Unit III: Risk of Exclusion

- Groups at the Risk of Getting being Excluded:
 - Caste, Class, Gender
 - Ethnicity,
 - Religion,
 - Differently Abled
 - Migrants and Refugee
- Contemporary Movements: Apartheid, Anti-Caste Movement, Tribal Right Movements

Unit IV: Minority Groups

- Minority: Concept, Definition and Types
- Historical Profile of Minority in India
- Constitutional Understanding of Minority (Ambedkar)
- Challenges before Minorities: Secularism, Communalism, Minority in Democracy

Question Paper

**DEPARTMENT OF SOCIAL WORK
CENTRAL UNIVERSITY OF JAMMU
END SEMESTER EXAMINATION, August 2020**

Course No: USOW00009T

Max Marks 100

Course Title: Diversity and Inclusiveness

Time: 3 hrs

Semester 4

Course Outcomes (COs)

After pursuing this course, the student will be able to:

- **CO 01:** To develop understanding about nature, concept and types of diversity
- **CO 02:** To develop comprehensive understanding about social exclusion
- **CO 03:** To understand the scope of social work interventions for inclusion of marginalized communities
- **CO 04:** To understand the concept of minority and minority in India
- **CO 05:** To understand constitutional mechanisms for inclusion

Part A**Very Short Answer Type Questions (5 marks each)****Total Marks: 4×5=20**

Attempt any two

- A1.** What is Diversity and Diversity Consciousness?
A2. Discuss the Concept of Structural Inequality
A3. Characteristics of Groups at Risk of Exclusion
A4. Concept of Minority in Indian Constitution
A5. Is Social Inclusion Necessary? Why?

Part B**Short Answer Questions (8 marks each)****Total Marks: 8×5=40**

- B1.** Critically reflect on the different forms of social exclusion.
B2. Describe the concept of intersectionality.
B3. Explain briefly any three major anti-caste movements.
B4. Analyze the Concept of Minority and role of United Nations in evolving definition of minority?
B5. Evaluate the role of the State and Judiciary in ensuring social justice.

Part C**Long Answer Type Descriptive Question of 20 marks each****Total Marks: 20×2=40**

(Attempt any two)

- C1.** Diversity is inherent to human existence and therefore understanding diversity is essential for building a cohesive society.
C2. Affirmative action and Positive Discrimination are crucial for creating inclusive society? Comment on the statement.
C3. Explain in detail, Anti- Oppressive Social Work?

Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Diversity and Inclusiveness	Achieved
2	Nature, Concept and Types of Diversity	Achieved
3	Diversity Consciousness: Cultural Diversity	Achieved
4	Conceptual Understanding of Social Exclusion	Achieved
5	Historical Background of Social Exclusion	Achieved
6	Forms of Social Exclusion: Deprivation, Marginalization, Displacement	Achieved
7	Inequality in Structural Exclusion	Achieved
8	Intersectionality and Heterogeneity of Oppression	Achieved
9	Social Exclusion and Oppression	Achieved
10	Social Work Approach: Anti-Oppressive Practice	Achieved
11	Groups at Risk: Caste, Class, Gender	Achieved
12	Groups at Risk: Ethnicity and Religion	Achieved
13	Groups at Risk: Differently Abled	Achieved
14	Groups at Risk: Migrants and Refugees	Achieved
15	Contemporary Movements: Apartheid and Anti-Caste Movement	Achieved
16	Tribal Rights Movements	Achieved
17	Minority: Concept, Definition and Types	Achieved
18	Historical Profile of Minorities in India	Achieved
19	Constitutional Understanding of Minority (Ambedkar)	Achieved
20	Challenges before Minorities: Secularism	Achieved
21	Challenges before Minorities: Communalism and Democracy	Achieved
22	Revision I	Achieved
23	Revision II	Achieved
24	Remedial	Achieved

Result



जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu

परिणाम अधिसूचना सं/ Result Notification No. 592 Dated : Tuesday, October 6, 2020
Regular

Masters Degree Programme : Social Work

अर्धवार्षिक पाठ्यक्रम/Semester : IV सत्र/Session : 2019-20 में आयोजित परीक्षा/ Examination held in : Aug 2020

It is hereby notified for the information of all the concerned that the Result of the candidates who appeared in Masters Degree Programme : Social Work, Sem : IV Examination held in Aug 2020 is declared as under:-

क्रमांक/ Serial No.	अनुक्रमांक/ Roll No.	नाम / Name	पिता का नाम / Father's Name	परिणाम / Result	कुल अंक Total Marks 700	कुल अंक Grand Marks
1	0101118	STANZIN LHUNDUP	NAWANG TASHI	Passed	442	1450/2500
2	0201118	YOGESH SHARMA	VINOD KUMAR SHARMA	Passed	437	1429/2500
3	0501118	DIKSHA KUMARI	KULDEEP KUMAR	Passed	507	1748/2500
4	0701118	TSERING YANGCHEN	TSERING MORUP	Passed	447	1479/2500
5	0801118	ANJELY DEVI	RAM LAL	Passed	459	1527/2500
6	1001118	ASHUTOSH SHARMA	BHARAT BUSHAN	Passed	479	1640/2500
7	1101118	PREETI KUMARI	BALBIR CHAND	Passed		
8	1201118	RUBY BAGAL	RAVI SINGH BAGAL	Passed	519	1791/2500
9	1301118	RITIKA BANOTRA	ASHOK KUMAR	Passed	498	1802/2500
10	1401118	SONALI SHARMA	JAGDISH KUMAR	Passed	466	1611/2500
11	1501118	MAMTA RANI	BISHAN DASS	Passed	475	1545/2500
12	1601118	RAMA BHAGAT	GIRDHARI LAL	Passed	437	1506/2500
13	1701118	NELOFAR NAZIR	NAZIR AHMAD BHAT	Passed	509	1680/2500
14	1901118	KAJAL DALPATIA	SWARN SINGH	Passed	492	1652/2500
15	2101118	RIYA GUPTA	RAVI KUMAR GUPTA	Passed	543	1857/2500
16	2201118	PREETI SHARMA	JAGDISH RAJ	Passed	448	1474/2500

Special call for women. Police dep.

Date of Declaration of Result: Tuesday, October 6, 2020

Controller of Examinations

*The candidate shall be declared to have passed a course(s) of programme if he/she obtains 50% in Internal and 50% in External separately.
Errors and Omissions Excepted

Learning Material

Social Exclusion and Oppression

Social exclusion and oppression are interconnected social processes that contribute to inequality and injustice in society. Social exclusion refers to the systematic denial of access to resources, opportunities, and participation in social, economic, and political life, while oppression refers to the unjust and unequal exercise of power by dominant groups over marginalized groups. Oppression is deeply rooted in social structures and institutions, such as caste, class, gender, and race, and it operates through discrimination, exploitation, and marginalization. These structures create and maintain inequalities by privileging certain groups while disadvantaging others.

Oppression leads to social exclusion by restricting access to education, employment, healthcare, and decision-making processes. For example, caste-based oppression in India has historically excluded Dalits from social and economic opportunities. Similarly, patriarchy has resulted in the marginalization of women in various spheres of life. Social exclusion and oppression are not isolated phenomena but are interconnected and reinforce each other. They are often normalized and justified through cultural beliefs, traditions, and institutional practices, making them difficult to challenge.

The causes of social exclusion and oppression are rooted in structural inequalities, prejudice, and unequal distribution of resources. Historical factors such as colonialism and traditional hierarchies have also contributed to the persistence of these issues. The consequences are severe, including poverty, unemployment, lack of education, poor health, and psychological distress. These processes not only affect individuals but also hinder overall social development and cohesion.

Meaning of Social Exclusion and Oppression

Social exclusion and oppression are closely related concepts that explain how certain individuals or groups are marginalized in society. Social exclusion refers to the denial of access to resources, rights, and opportunities, while oppression refers to the systematic and unjust exercise of power by dominant groups over marginalized groups. Oppression is not just individual discrimination but is structural and institutional, meaning it is embedded in social systems such as caste, class, gender, and race. It limits the freedom, dignity, and life chances of individuals.

Relationship between Social Exclusion and Oppression

Social exclusion is often the result of oppression.

Oppression creates systems that exclude certain groups from participation.

Both are interconnected and reinforce each other.

3. Key Features of Oppression

1. Systematic and Structural

Exists within institutions like family, education, law, and economy

Not random, but organized and persistent

2. Power Imbalance

Dominant groups control resources and decision-making

Marginalized groups have limited power

3. Institutionalized

- Supported by laws, traditions, and social norms

4. Normalized

- Often seen as “natural” or “acceptable” in society

4. Types of Oppression

A. Economic Oppression

- Exploitation of labour and denial of economic opportunities
- Example: Low wages, unemployment

B. Social Oppression

- Discrimination in social relationships
- Example: Untouchability, exclusion from public spaces

C. Political Oppression

- Denial of political rights and participation
- Example: Lack of representation

D. Cultural Oppression

- Suppression of language, traditions, identity
- Example: Dominance of one culture over others

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Field Work Practicum

Course Code:

Semester: M.A. Social Work Semester III

Academic Year: 2020-21

Syllabus

Course: Field Work Practicum

Course Credits: 08 Course

Learning Outcomes (CLOs)

Exposure subject to various fields settings

Contextualising Field Work With Social Work Profession

Understanding and contextualizing cultural, economic and political context of field settings

Building skills and techniques (intervention, advocacy. Awareness and problem solving)

Course Design:

4. Induction to field work

Orientation Log sheet

GC/C

Report Writing

Ethical standards

Block placement and Rural Camps

Challenges of field practice

5. Engagement within field setting

Rapport building o

Communication Skills

Stakeholders

6. Tools & Techniques of field practice o

Community profile

Transect walk

Social mapping

Resource mapping

Livelihood analysis

Historicity/ timeline

Stakeholder analysis

References/Suggested Readings/Weblinks:

6. Morales, A. T. & Sheaffor. B.W. (1995). *Social Work: A Profession of Faces Many*. 7th ed Allyn & Bacon: Boston
7. Pawar M. Hanna. G. & Sheridan R. (2004). *International Social Work Practicum in India*. *Australian Social Work* (57), 3, 223-236.
8. Kadushin, A. (1992). *Supervision in Social Work* (3rd ed). New York, Columbia University Press.
9. Baird, B. N. (1996). *The Internship, Practicum, and Field Placement. Handbook*, Saddle River: NJ, Simon & Schuster.
10. Chambers Robert, (2015) *Rural Development: Putting Last First* New Delhi: Routledge Publications

Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Field Work Practicum: Concept and Importance in Social Work	Achieved
2	Objectives and Learning Outcomes of Field Work Practicum	Achieved
3	Understanding Field Settings in Social Work Practice	Achieved
4	Contextualising Field Work with Social Work Profession	Achieved
5	Cultural, Economic and Political Context of Field Settings	Achieved
6	Induction to Field Work: Orientation and Preparation	Achieved
7	Orientation to Log Sheet and Record Maintenance	Achieved
8	Group Conference (GC) and Case/Community Documentation	Achieved
9	Report Writing in Field Work Practicum	Achieved
10	Ethical Standards in Social Work Field Practice	Achieved
11	Block Placement: Concept and Importance	Achieved
12	Rural Camps: Objectives and Learning Outcomes	Achieved
13	Challenges in Field Work Practice	Achieved
14	Engagement in Field Settings: Concept and Importance	Achieved
15	Rapport Building with Community and Clients	Achieved
16	Communication Skills in Field Practice	Achieved
17	Understanding Stakeholders in Field Work Settings	Achieved
18	Introduction to Tools of Field Practice	Achieved
19	Community Profile: Concept and Preparation	Achieved
20	Transect Walk: Meaning and Application	Achieved
21	Social Mapping: Techniques and Uses	Achieved
22	Resource Mapping in Community Settings	Achieved
23	Livelihood Analysis: Concept and Methods	Achieved
24	Historical Timeline (Historicity) of Community	Achieved
25	Stakeholder Analysis: Identification and Role Mapping	Achieved
26	Integration of Field Tools in Practice (Case Application)	Achieved
27	Problem Identification and Intervention Planning	Achieved
28	Advocacy and Awareness in Field Settings	Achieved
29	Revision I	Achieved
30	Revision II	Achieved
31	Remedial Session	Achieved

Learning Material

Understanding Field Settings In Social Work Practice

Field settings in social work practice refer to the real-life environments where social workers apply their theoretical knowledge, skills, and professional values to address social issues and support individuals, groups, and communities. These settings are essential because they bridge the gap between classroom learning and practical experience, enabling social workers to develop problem-solving abilities, ethical understanding, and professional competence. Field settings include a wide range of environments such as government institutions, non-governmental organizations (NGOs), healthcare facilities, educational institutions, community-based organizations, corporate sectors, and correctional institutions. In government settings, social workers are involved in implementing welfare policies and delivering public services, while in NGOs, they focus on community development, advocacy, and social change. In healthcare settings, social workers assist patients through counselling, crisis intervention, and rehabilitation support, whereas in educational institutions, they address students' emotional, behavioral, and social needs. Community settings involve working directly with people in rural or urban areas to promote development and awareness, while corporate settings focus on employee welfare and corporate social responsibility activities. In correctional settings, social workers help in the rehabilitation and reintegration of offenders into society.

In all these settings, social workers use various professional methods such as casework, group work, community organization, social welfare administration, social action, and social research to effectively address social problems. To function effectively, they require essential skills like communication, empathy, observation, cultural sensitivity, and documentation. However, working in field settings also involves several challenges, including limited resources, ethical dilemmas, heavy workloads, and emotional stress. Therefore, adherence to professional ethics such as confidentiality, respect for human dignity, non-discrimination, and accountability is crucial. Fieldwork is also a vital component of social work education, as it provides students with supervised practical training, helping them build professional identity and gain firsthand experience. Overall, field settings form the backbone of social work practice, transforming theoretical knowledge into meaningful interventions that contribute to individual well-being and social development.

Importance of Field Settings

Field settings are essential because they:

- Bridge the gap between theory and practice
- Help develop professional skills
- Provide hands-on experience
- Build ethical understanding and responsibility
- Enhance problem-solving and decision-making abilities

Types of Field Settings in Social Work

A. Government Sector

Social workers operate within public institutions.

Examples:

- Hospitals (public health services)
- Schools (government education system)
- Child welfare departments
- Correctional institutions (prisons, juvenile homes)

Roles:

- Policy implementation
- Welfare program delivery

- Case management

B. Non-Governmental Organizations (NGOs)

Independent organizations working for social causes.

Examples:

- NGOs working on women empowerment
- Child rights organizations
- Rural development agencies

Roles:

- Community mobilization
- Awareness campaigns
- Advocacy and social change

C. Healthcare Settings

Social workers support patients and families.

Examples:

- Hospitals
- Mental health clinics
- Rehabilitation centres

Roles:

- Counselling patients
- Crisis intervention
- Discharge planning

D. Educational Institutions

Focus on student welfare and development.

Examples:

- Schools
- Colleges
- Special education centres

Roles:

- School counselling
- Addressing behavioral issues
- Supporting inclusive education

E. Community Settings

Work directly with communities.

Examples:

- Rural villages
- Urban slums
- Tribal areas

Roles:

- Community development
- Organizing self-help groups
- Awareness programs

F. Corporate / Industrial Settings

Social work in organizational environments.

Examples:

- Corporate companies
- Factories

Roles:

- Employee welfare programs

- Corporate Social Responsibility (CSR)
- Conflict resolution

G. Correctional Settings

Work with individuals involved in the justice system.

Examples:

- Prisons
- Juvenile homes
- Probation services

Roles:

- Rehabilitation
- Counselling offenders
- Reintegration into society

4. Methods Used in Field Settings

Social workers apply core methods such as:

- Case Work → Individual-focused help
- Group Work → Working with groups for development
- Community Organization → Mobilizing communities
- Social Welfare Administration → Managing agencies
- Social Action → Promoting social change
- Social Research → Studying social issues

5. Skills Required in Field Settings

Key skills include:

- Communication skills
- Empathy and active listening
- Problem-solving ability
- Observation skills
- Documentation and reporting
- Cultural sensitivity

6. Challenges in Field Settings

Social workers may face:

- Limited resources
- Heavy workload
- Ethical dilemmas
- Resistance from communities
- Emotional stress

7. Ethics in Field Settings

Social workers must follow professional ethics such as:

- Confidentiality
- Respect for dignity
- Non-discrimination
- Professional integrity
- Accountability

8. Field Work in Social Work Education

Fieldwork is a core part of social work training.

Objectives:

- Apply classroom knowledge
- Develop professional identity
- Learn supervision and reporting

- Gain practical experience

Components:

- Field placement
- Supervision
- Field reports
- Evaluation